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News Summary

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Columbia University has abandoned controversial plans to seek licenses to operate instructional television channels in 42 cities outside the New York area. Story on Page 2.

The Center for the Study of Democratic Institutions, which has been moribund in recent years, is experiencing a revival under Allen Weinstein, its new president. Story on Page 5.

The Pentagon plans to issue a policy this fall barring restrictions on the reporting of unclassified basic research it finances. Story on Page 21.

The tax-free status of education benefits for employees would be restored under a bill approved by the House Ways and Means Committee. Story on Page 21.

Working conditions for faculty members are unchanged or are improving at many colleges, a *Chronicle* survey shows. Story on Page 25.

The football coach at the University of Florida has been dismissed and the university has admitted to many violations of N.C.A.A. rules. Story on Page 31.

Some science programs at the United Nations Educational, Cultural, and Scientific Organization are too valuable to abandon, the National Research Council has said. Story on Page 33.

A Chinese official has warned Stanford University that failure to uphold the dismissal of a doctoral student in anthropology could jeopardize exchanges between China and the United States. Story on Page 33.

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Medical Schools Urged to Stress Critical Thought

Passive study insufficient, association's report says

By CHERYL M. FIELDS

WASHINGTON

"Passive" medical education that emphasizes rote memorization and recall of facts must give way to an emphasis on independent learning and critical thinking, says the report of a three-year study by the Association of American Medical Colleges.

The rapid expansion of medical knowledge has increased the pressures on students to learn more and more factual information, said the report of the study.

As a result, it said, "faculties have neglected to help them acquire the skills, values, and attitudes that are the foundation of a helping profession."

The report was prepared by an 18-member panel headed by Steven Muller, president of the Johns Hopkins University.

The text of the panel's recommendations on medical education begins on Page 15.

Medical schools should prepare students "to learn throughout their professional lives rather than simply to master current information and techniques," the report said. "Active, independent, self-directed learning requires, among other qualities, the ability to identify, formulate, and solve problems; to grasp and use basic concepts and principles; and to gather and assess data rigorously and critically."

Too often, medical schools depend heavily on lectures and fail to use teaching techniques that foster such independent,

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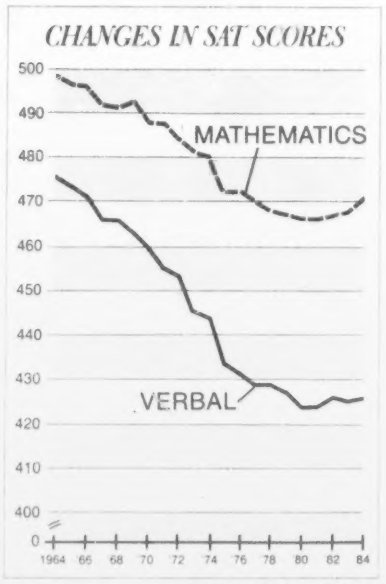

SOURCE: THE COLLEGE BOARD

SAT Scores Rise 3 Points in Math, 1 on Verbal Test

By LAWRENCE BIEMILLER

NEW YORK

Scores on both parts of the Scholastic Aptitude Test rose last year by a total of four points, adding to evidence that the long and worrisome decline in S.A.T. scores has been reversed.

The increase was the largest since the scores, which reached their all-time low in 1979-80, began to creep upward. Scores on the standardized test had been dropping steadily since 1963, causing widespread concern among educators, parents, and politicians.

Average S.A.T. scores during the 1983-84 academic year, announced by the College Board at a press conference here last week, increased one point on the verbal section of the test, to 426, and three points

Continued on Page 11, Column 1

Strains of the Job Limit Presidents' Role, Panel Says

Colleges seen suffering from lack of leadership

By ROBERT L. JACOBSON

WASHINGTON

American colleges and universities are suffering from a pervasive lack of strong presidential leadership, a national commission has concluded after a two-and-a-half-year study.

The basic problem, the commission says, is that the president's job at many institutions has become too difficult, too stressful, too constrained by outside influences, and too unrewarding to attract or long retain the kind of person who is probably best qualified to serve.

Indeed, the commission declares in a report scheduled to be released here next week, "many presidents are better than the positions they hold." Only about half of higher education's top academic officers—the largest source of new presidents—are interested in the position, says the 18-member panel, known as the Commission on Strengthening Presidential Leadership.

A summary of recommendations on the college presidency appears on Page 28.

In addition, it says, presidents today are "less engaged in making long-term plans and in preparing their institutions for the long-run future than they were in earlier times."

The average presidential term is seven years, the commission says, and while it is not clear whether that is shorter than the average term in the early 1960's, "certain-

Continued on Page 26, Column 4

Worst Turmoil in Decades Roils South Africa's Universities

By HELEN ZILLE

CAPE TOWN

South African universities are facing their worst turmoil in decades.

Throughout the country, students at institutions of higher education are demanding redress of grievances ranging from administrative corruption to poor food. They have attacked the country's new constitution, helped organize boycotts of elections held under that constitution, and charged that they are receiving inferior instruction.

At least 34 campuses, including universities, teacher-training colleges, and technical institutes, have faced student demonstrations in recent weeks. Hardest hit have been five "ethnic universities" for mixed-race students—known as "coloreds"—or blacks. Most of those universities were set up as part of the government's policy of apartheid.

The protests reached their peak during elections held this month under the new constitution, which gives Indian and colored minority groups a limited amount of power in the government, although whites remain in control. The constitution excludes the black African majority.

The strongest protests have come from the University of Western Cape, an institution for mixed-race students, most of whom reject the constitution as an attempt to make their group a junior partner in the apartheid system.

Police have intervened several times on the campus to disperse student gatherings with tear gas and rubber bullets. On sever-

Continued on Page 35, Column 1

DON KECHELY

Activism at Berkeley, 20 Years Later

Twenty years after the Free Speech Movement, which sparked student activism all over the country, students at the University of California at Berkeley are still arguing about politics. But now the argument is over whether the campus has become more conservative. See Page 12.

Rises Reported in SAT Math, Verbal Scores

Continued from Page 1

on the mathematics section, to 471. The scores were two points above the nadir on the verbal section and five points above on the mathematics section.

The S.A.T. is scored on a scale that runs from 200 to 800.

George H. Hanford, the College Board's president, called the increase "encouraging" and added, "We now think that we have a trend." But after a 17-year-decline, he said, last year's rise "gives little reason for complacency about educational quality in the United States."

"At the current rate, it would take until the year 2000 for the national math average to reach the level of 1963," said Mr. Hanford, "and we would be well into the next century before the verbal average reached its 1963 level."

While admitting that the board's officials "do not know absolutely why the scores have risen recently," Mr. Hanford suggested that last year's high-school seniors may have enjoyed "better instruction in the lower grades." Among those students, he noted, were "some of the same students whose scores on other tests in earlier grades were showing improvement in the 1970's."

In addition, many of those who took the S.A.T. last year reported, on a questionnaire accompanying the test, that they had taken more courses in high school than had students who graduated before them. This increase continued a seven-year trend whose result, board officials said, was that over half of the last year's seniors took one more course than the average senior did in 1977.

In Washington, Secretary of Education Terrel H. Bell attributed the increase to "the movement toward excellence in our schools that is sweeping the nation."

Bell Cites Reagan 'Goal'

During a press conference scheduled to coincide with the announcement here of the score increase, Mr. Bell also credited recommendations made last year by the National Commission on Excellence in Education. The commission's report, "A Nation at Risk," focused considerable public attention on education.

Mr. Bell, whose aides passed out a bar graph entitled "S.A.T.'s Rise Toward President's Goal," said that President Reagan had challenged American students to make up "half the S.A.T. losses by 1990."

Mr. Hanford, however, said that the recent surge of interest in the quality of American schools could not be credited for this year's score increase. "The S.A.T. measures verbal and reasoning abilities that develop over many years," he said. "It is obviously much too soon for the changes being contemplated or initiated in the nation's school systems over the past year to be reflected in S.A.T. scores."

Mr. Hanford, who said that he was "bemused" by Mr. Bell's decision to hold a press conference at the same hour as the board's, said he was "concerned in this highly political season that the S.A.T. scores will be misused for political purposes."

Details about last year's scores were published in a report entitled "National College-Bound Seniors, 1984," which is available at no charge from the College Board (888 Seventh Avenue, New York 10106).

Among the report's highlights:

► The average verbal score increased by three points for male students, but remained stable for females. The mathematics score rose four points for women—who were credited by Mr. Hanford for the overall increase in the math score—and two points for men.

► The number of students taking the S.A.T.—almost one million—rose slightly, despite a decline in the number of 18-year-olds. The test is taken by about one-third of all high-school graduates, and by about two-thirds of those who go on to college. About 52 per cent of the students who took the test were female.

► The average score on the board's achievement tests remained stable at 537. The score on the Test of Standard Written English, which is administered with the S.A.T., rose by three-tenths of a point, to 42.6. That test is scored on a scale that runs from 20 to 60+.

► The average scores of students who said they intended to major in education rose four points on the verbal section of the test, to 398, and seven points on the mathematics section, to 425. But the scores of prospective education majors remained among those furthest below the national average.

The board also released statewide score averages, but cautioned that wide variations in the number of students taking the test in each state—from 3 per cent in some Midwestern states to 69 per cent in Connecticut—rendered many state-by-state comparisons invalid. Following are the state averages:

	Per cent tested	Average score: Verbal	Math
Alabama	6%	467	503
Alaska	30%	443	471
Arizona	11%	469	509
Arkansas	4%	482	521
California	38%	421	476
Colorado	17%	468	514
Connecticut	69%	436	468
Delaware	50%	433	469
Florida	38%	423	467
Georgia	49%	392	430
Hawaii	47%	395	474
Idaho	7%	480	512
Illinois	14%	463	518
Indiana	47%	410	454
Iowa	3%	519	570
Kansas	5%	502	549
Kentucky	6%	479	518
Louisiana	5%	472	508
Maine	46%	429	463
Maryland	50%	429	468
Massachusetts	66%	429	467
Michigan	11%	461	515
Minnesota	7%	481	539
Mississippi	3%	480	512
Missouri	11%	469	512
Montana	9%	490	544
Nebraska	6%	493	548
Nevada	17%	442	489
New Hampshire	57%	448	483
New Jersey	65%	418	456
New Mexico	8%	487	527
New York	62%	424	470
North Carolina	47%	395	432
North Dakota	3%	500	554
Ohio	16%	460	508
Oklahoma	5%	484	525
Oregon	42%	435	472
Pennsylvania	52%	425	482
Rhode Island	61%	424	461
South Carolina	49%	384	419
South Dakota	3%	520	566
Tennessee	8%	486	523
Texas	32%	413	453
Utah	4%	503	542
Vermont	54%	437	470
Virginia	51%	428	466
Washington	19%	463	505
West Virginia	7%	466	510
Wisconsin	10%	475	532
Wyoming	5%	489	545

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Conclusions of Panel on Doctors' Education

Continued from Preceding Page

admission shape their college programs. The result too often is premature specialization and failure to obtain a broad, rigorous education. College faculties, by not defining and requiring both breadth and depth for the education of their students, reinforce their students' tendencies toward narrow, premature specialization. Medical faculties encourage students to shape their college programs by requiring specific courses and laboratories and by recommending additional courses that, by implication, will give applicants an advantage. The belief by medical school applicants that medical faculties prefer a narrow science-based preparation is supported by the excessive emphasis many admissions committees give to applicants' scores on the Medical College Admission Test science subtests. An intensive effort is necessary to redeem baccalaureate education from premature specialization.

Recommendation 1: Broadening Preparation

College and university faculties should require every student, regardless of major subject or career objective, to achieve a baccalaureate education that encompasses broad study in the natural and the social sciences and in the humanities.

During the twentieth century, society has become dependent upon the specialized services of professionals and technical experts. This trend has yielded many public and private benefits, but its impact on students—particularly the way in which it has shaped their motivations for continuing their education beyond secondary school—has not always been beneficial. Students often embark upon their baccalaureate studies with one goal in mind: admission to the profession of their choice. The traditional objectives of college education—to sharpen one's critical and analytical skills and to investigate the varieties of human experience through balanced studies in the natural and social sciences and in the humanities—are, thus, displaced by students' preoccupation with doing whatever they think they need to do to get into medical school.

A premedical syndrome, characterizing college students who hope to gain admission to medical school, is often described. Students who exhibit symptoms of this syndrome take course after course in the sciences but avoid advanced studies in the humanities and in other nonscience fields. Because grade point averages in science courses and Medical College Admission Test scores seem to them to be the determinants in the struggle for medical school admission, they do everything to fulfill and enhance these measures of achievement. By the time their college studies are completed, these students often have forfeited the intellectual challenges and rewards that study in the humanities could have afforded.

Concern with the extent to which course work in science dominates the studies of aspiring physicians reflects no bias against science.

Science, however, is in essence an intellectual approach and a rational methodology rather than a body of facts. An accumulation of courses per se does not necessarily represent affinity for, let alone excellence in, science.

Furthermore, study in science motivated solely by desire to find favor with medical school admissions committees is at the least suspect.

Study in science is today an essential ingredient of a broad and thorough education for all baccalaureate students. Natural science, as key to the intellectual and technological ferment of the age and to the complexities of human and other forms of life, is an indispensable ingredient of baccalaureate education for every student rather than for the aspiring physician alone, or even primarily.

Study in the social sciences and in the humanities is an equally necessary element of a broad and rigorous baccalaureate education. To be an informed participant in contemporary society requires understanding of its politics, history, and economics. To appreciate the many dimensions of human experience requires informed reflection upon the literature, the philosophy, and the arts that are included in the cultural heritage of all people in our society.

Recommendation 2: Modifying Admissions Requirements

In framing criteria for admission to medical school, faculties should require only essential courses. Whenever possible, these should be part of the core courses that all college students must take. Medical school admissions committees' practice of recommending additional courses beyond those required for admission should cease. Some institutions may wish to experiment by not recommending any specific course requirements.

College students planning to apply to medical school are expected to fulfill a rigid sequence of required science courses that are prescribed by each school. Many schools also suggest additional courses. Since applicants apply on average to nine schools, if they take the required and suggested science courses prescribed by each, their opportunities to pursue study in the social sciences or in the humanities are restricted severely. If college students who are preparing for medicine are to achieve a broad baccalaureate education, required courses should be held to a minimum, additional courses should not be suggested, and admissions committees should give preference to students whose transcripts show that they have pursued successfully a wide range of study.

Recommendation 3: Requiring Scholarly Endeavor

College faculties should make the pursuit of scholarly endeavor and the development of effective writing skills integral features of baccalaureate education.

Scholarly endeavor requiring originality, research, and ability to write challenges students to think and express themselves. Effective writing characterized by accurate grammar, sound analysis, and persuasive argument should be cultivated in regular practice through required assignments. Such skills can be developed in many disciplines.

Recommendation 4: Making Selection Decisions

Medical school admissions committees should make final selection decisions using criteria that appraise students' abilities to learn independently, to acquire critical analytical skills, to develop the values and attitudes essential for members of a caring profession, and to contribute to the society of which they are a part.

They should use the Medical College Admission Test only to identify students who qualify for consideration for admission. Medical faculties should determine whether the relative weights accorded by their admissions committees to the scores in the six sections of the Medical College Admission Test are consistent with the best use of the examination as a predictive instrument.

The Association of American Medical Colleges is encouraged to continue its efforts to add an essay section to the Medical College Admission Test.

The selection of students who will be admitted to the study of medicine is the prerogative of each medical school's faculty. Faculty admissions committees should consider all of the qualities that characterize each candidate and make selection decisions on the basis of the full spectrum of their potential for a career in medicine.

The ability to achieve academically is clearly one essential quality, and candidates' college academic records and scores on the Medical College Admission Test provide an estimate of this quality. Because admissions committees must assess thousands of candidates from many different colleges, the scores on the Medical College Admission Test are a major factor in determining their academic potential.

Too often, however, small differences in scores on the examination are used to differentiate among candidates with comparable academic qualifications and, thus, to make final selection decisions. This represents an inappropriate emphasis on an instrument that is designed to assess only part of the students' overall qualifications to study medicine.

The Medical College Admission Test has a powerful influence on what students perceive to be principal determinants of selection for medical school. As presently constructed, the examination reinforces the tendency of students to focus their studies on biology, chemistry, and physics. Admissions committees tend to place greater weight on scores in these subtests. The three subtests that evaluate candidates' skills in problem solving, reading, and quantitative analysis are generally involved in research after graduation, and only 25.3 per cent of those indicating their career choice chose some type of research-related career as their first choice."

—CHERYL M. FIELDS

More than 84 Pct. of 1983 Medical Graduates Had Debts for Education Costs, Survey Finds

WASHINGTON

More than 84 per cent of the students who graduated from medical school in 1983 had education debts to pay off, the Association of American Medical Colleges has reported.

Nearly a quarter of the students—22.3 per cent—had debts of $30,000 or more.

That degree of student indebtedness is due to "substantial increases in tuition and decreases in the availability of financial assistance in recent years," said the report of the association's annual survey of senior medical students.

About 10,500 students, or 65 per cent of all medical-school seniors, responded to the survey, which was published in the September issue of the *Journal of Medical Education*.

The survey found that 29.5 per cent of the students had education debts before they entered medical school, and that aid other than loans was difficult for students to obtain once they entered medical school. Less than half of the students reported that they had received any type of scholarship during medical school.

The average debt of students at private medical schools was $26,535, compared to $20,249 for students at public institutions.

'Inadequate' Instruction

On questions about curricula, more than 50 per cent of the students said they felt that the amount of instruction they received in research techniques, preventive care, nutrition, medical-care cost control, and practice-management skills was inadequate.

Internal medicine and family practice were the two most popular specialties among senior medical students, with 15.1 per cent hoping to enter a residency program in family practice and 12.9 per cent hoping to enter a program in internal medicine.

About three-quarters of the students said their first choice for a career was clinical practice, while full-time academic careers were the first choice of the other quarter.

Some medical-school administrators have expressed concern that rising debts could force some students interested in research to forgo research careers because they felt they had to enter lucrative private practice to pay off their educational debts.

Many administrators have advocated that students be involved in some sort of research during medical school to help stimulate their interest in research careers.

The survey report noted that "although more than a third of the students reported some research involvement while in medical school, only 13.2 per cent indicated that they planned to be exclusively or significantly involved in research after graduation, and only 25.3 per cent of those indicating their career choice chose some type of research-related career as their first choice."

Senior Medical Students' College Debts

Amount of debt	Premedical	Medical	Total
None	70.5%	15.6%	13.8%
$1 to $4,999	20.2%	3.0%	3.5%
$5,000 to $9,999	7.0%	6.2%	6.4%
$10,000 to $14,999	1.3%	9.9%	9.5%
$15,000 to $19,999	0.5%	15.8%	15.2%
$20,000 to $24,999	0.3%	17.4%	16.6%
$25,000 to $29,999	0.1%	9.8%	10.2%
$30,000 to $49,999	0.1%	18.4%	20.0%
$50,000 or more	0.0%	3.9%	4.7%

Their Career Plans

	First choice	Second choice	Third choice
Full-time academic faculty appointment			
Basic-science teaching, research	1.1%	1.8%	1.3%
Clinical-science teaching, research	23.5%	13.6%	15.3%
Salaried research scientist			
Basic medical sciences	0.2%	0.8%	1.0%
Clinical sciences	0.5%	2.2%	2.5%
Private medical practice			
Solo	4.0%	3.8%	12.0%
With 1 other physician	10.8%	24.2%	9.1%
With 3 or more physicians	35.4%	20.2%	13.1%
Undecided	11.5%	5.1%	5.6%
Salaried clinical practice			
Hospital	6.5%	14.3%	17.6%
Prepaid group clinic	2.6%	9.9%	13.7%
State or federal agency	3.7%	3.6%	6.2%
Administration	0.3%	0.4%	2.7%

Their Choice of Specialization

Allergy, immunology	0.3%	Otolaryngology	2.1%
Anesthesiology	4.5%	Pathology	2.6%
Critical care	0.2%	Pediatrics	6.0%
Colon, rectal surgery	0.1%	Cardiology	0.5%
Dermatology	1.3%	Critical care	0.2%
Emergency medicine	2.7%	Endocrinology	0.2%
Family practice	15.1%	Hematology, oncology	0.5%
Internal medicine	12.9%	Nephrology	0.1%
Cardiovascular disease	2.9%	Neonatal, perinatal medicine	0.4%
Critical care	0.3%	Physical medicine, rehabilitation	0.8%
Endocrinology, metabolism	0.8%	Plastic surgery	1.4%
Gastroenterology	1.1%	Preventive medicine	0.2%
Hematology	0.8%	Psychiatry	4.0%
Infectious disease	1.0%	Child	0.7%
Medical oncology	0.8%	Neurology	1.3%
Nephrology	0.5%	Child	0.2%
Pulmonary disease	0.4%	Radiology	0.3%
Rheumatology	0.4%	Diagnostic	4.6%
Neurological surgery	1.0%	Therapeutic	0.5%
Nuclear medicine	0.1%	Surgery	5.5%
Obstetrics, gynecology	6.1%	Critical care	0.2%
Gynecologic oncology	0.3%	Pediatric	0.5%
Maternal, fetal medicine	0.5%	Thoracic surgery	1.2%
Reproductive endocrinology	0.7%	Urology	1.6%
Opthalmology	3.5%	Did not specify a specialty	0.6%
Orthopedic surgery	5.6%		

Note: Data are based on responses of senior students in medical college in 1983. The number of respondents in segments of the survey varied from 9,170 to 10,399.

SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES

'In' Box

"Thought & Action," the National Education Association's new publication for higher education, made its debut this month with articles on research in academe, many of them concentrating on issues raised by the universities' current relationships with business and industry.

In an introduction, Susan Waugh, one of eight members of the journal's review panel, said the theme had grown out of concerns expressed by faculty members about the new role of research at their institutions and about their own projects.

"Corporate influence on the nation's campuses has thrown into doubt the academy's fidelity to its traditional mission," she said. "It's time to confront that doubt." The first dozen articles in the 180-page journal deal with that concern.

Other sections concentrate on public policy, public-interest issues, and labor relations. The publication concludes with a review of women's-studies journals.

The content of the journal, which will appear twice a year, will be developed around a single theme, according to the *Thought & Action* review panel. The next issue, due in February, will focus on collective bargaining. The following one will concentrate on the personal emotions and responses of faculty members to their institutions and disciplines.

Thought & Action will be distributed without charge to about 80,000 academics. The journal is available to others as part of a publication package, which includes the *Higher Education Advocate*, published 16 times a year, and the annual *Almanac of Higher Education*. The cost is $30 a year in the United States and $40 for subscribers overseas.

To receive the package, contact *Thought & Action*, N.E.A. Communications, 1201 16th Street, N.W., Washington 20036.

•

For administrators who must arrange for the communications services required by higher-education institutions, the National Association of College and University Business Officers has published a handbook called *Contracting for Communications Services*.

The book provides general guidelines for procuring telecommunications, cable television, and computing services, as well as contracting for typesetting, printing, and postal substations on campus. In some cases the book offers guidance for purchasing equipment, such as computing machinery and the accompanying service contracts. The sections, which include sample forms and specifications, were written by administrators in higher education and industry.

The 80-page handbook, which costs $15, is the first in a series of supplements to *Contracting for Services*, a step-by-step guide that includes sample contracts. That book, published last year, is available for $25. The guides may be purchased together for $35. Contact N.A.C.U.B.O., One Dupont Circle, Washington 20036.

Personal & Professional

On Most Campuses, Faculty Work Conditions Are Said to Be Unchanged or Improving

More private colleges than public ones report increases in such benefits as travel

By JEAN EVANGELAUF

Faculty working conditions are generally unchanged or improving at colleges and universities, although more private colleges than public ones are reporting increases in such benefits as travel opportunities and secretarial and library services, according to a *Chronicle* survey of chief academic officers.

The officers at private institutions also gave their faculty members higher marks for performance and attitude than the officers at public institutions gave their faculty members.

"The figures on working conditions don't surprise me," said Russell Edgerton, president of the American Association for Higher Education. "The private colleges have already gone through a lot of the belt tightening that the states are now undertaking.

"Furthermore, private colleges have more budgetary flexibility. For example, some states have a ban on out-of-state travel just by fiat. Those across-the-board policies can harm public colleges."

Travel and Secretarial Help

Dale Parnell, president of the American Association of Community and Junior Colleges, said, "Public colleges are going through tremendous and volatile financial stringencies. Rather than cut back on faculty, travel and secretarial help are the first to go."

The survey was conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo. The academic officers were asked to compare 1983-84 with 1982-83.

Over all, a majority of the academic officers reported no change in the quality of faculty performance. However, nearly half of those at private four-year colleges thought that the quality had improved, while only a third of their colleagues at public institutions agreed. About a quarter of those at public two-year institutions reported improved faculty performance.

Over half of the academic officers thought that the competence of newly hired faculty members was up. About 45 per cent said that the number of faculty members with doctorates had increased.

A table containing results of the *Chronicle* survey appears on Page 28.

"Because of the state of the economy, there's more competition for jobs, and that's allowing colleges to pick people with better qualifications," Mr. Parnell said.

About 31 per cent of the academic officers at private institutions and 15 per cent at public ones noted greater faculty loyalty and commitment to the institution.

"Those differences may be due to the size of the college, regardless of whether it's public or private," Mr. Edgerton said. Faculty members at small liberal-arts colleges are often more loyal than those at large institutions, he said. "Of course, if you're sitting in a rural college for the rest of your life with 40 colleagues, you may not be too happy, but size does have a lot to do with loyalty and the quality of education," he continued.

More Concern About Teaching

One-third of the academic officers said faculty members were more concerned about teaching, and 44 per cent reported that faculty concern about student advising was up.

Over all, less than 10 per cent said that professors were teaching more classes, but nearly a quarter said that the number of students per class was up.

"You can eliminate a secretary here or a book out of the library there, but increasing the student-faculty ratio is where you can get the most savings," Mr. Parnell said. "You won't find faculty members teaching more classes, because that's determined by formal or informal agreements."

A majority of the academic-affairs officers reported no change in the number of classes taught by full-time faculty members.

The survey results are based on responses from provosts, vice-presidents for academic affairs, and other top officials at 162 public and 177 private institutions that were part of a stratified random sample. The response rate of the survey was 69 per cent.

Texas Tech Professors Hit Revisions in Tenure Code

LUBBOCK, TEX.

Faculty members at Texas Tech University have urged the board of regents to delay the implementation of a controversial, revised tenure code.

Charging that the draft code is ambiguous and could threaten their right to due process, the professors asked the board not take up the issue when it meets this week.

Leaders of the faculty senate and members of the campus chapter of the American Association of University Professors have pointed to informal polling within departments indicating dissatisfaction with the draft code, which administrators and faculty leaders have wrestled over since last spring.

Lauro Cavazos, Texas Tech's president, has maintained that he will forward the revised tenure policy to the regents as planned.

According to Benjamin H. Newcombe, president of the A.A.U.P. chapter, the informal polling indicated that three out of four faculty members oppose the revision.

He said their concern centers on language that calls for the president "to take the necessary steps to keep tenure levels within desirable ranges." Also controversial are suggested comprehensive reviews of the performance of all tenured faculty members.

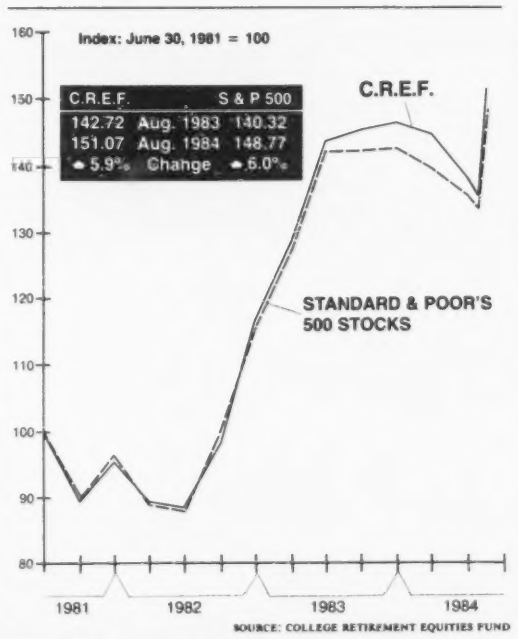
Evelyn Davis, chairman of the faculty senate, charged that professors have not been given enough time to consider the proposal.

"There's a very authoritative tone to the policy," Ms. Davis said. "The tone is that decisions are going to be made from the top, without consultation with the faculty."

Action on the policy was first scheduled for a board meeting last May. At that time, a strong outcry from professors led to the formation of an advisory panel to review the proposal over the summer. Several of the most controversial provisions—including specific tenure quotas—were omitted in a new draft of the code, which was presented to faculty members for discussion early this month.

At a universitywide faculty meeting last week, professors voted for a moratorium on discussion of the tenure issue for one year, and asked that future drafts be presented to the faculty senate for ratification.

Pension Money in the Stock Market



SOURCE: COLLEGE RETIREMENT EQUITIES FUND

Pension funds invested in common stocks by the College Retirement Equities Fund had a total investment return (changes in market value, plus dividends, less investment costs) of 5.9 per cent during the 12 months ending August 31. The value of one "accumulation unit" (share) for August was $66.91.

Summary of Suggestions by Commission on Leadership

Governing boards urged to review character of presidencies and make necessary changes

WASHINGTON

Following is a summary of the recommendations and suggestions by the Commission on Strengthening Presidential Leadership. The main recommendations in each section are quoted in full; most of the other points have been paraphrased.

Making the Presidency Effective and Attractive

"Because of the decline in the attractiveness of many presidencies (as viewed by some able candidates and also by many incumbents), each governing board should periodically review the character of its institution's presidency (how it looks to the incumbent, for example, and how it might look to prospective occupants) and should make the necessary changes."

► In examining the presidency, board members might get some outside advice—from presidents or former presidents of similar institutions, from experienced board members, or from professional search personnel.

► Make the president a member of the board.

► The board should make sure that the president has an adequate and competent staff.

► The president should be both the chief executive officer of the board and the chief academic officer of the faculty and the institution.

► Where faculty members are unionized, someone other than the president—another officer of the institution or an outside specialist—should handle negotiations.

Searching for a New President

"Because sunshine laws and practices in personnel matters frequently reduce the opportunities for obtaining the best possible new president, such laws and practices should be subject to re-examination and change. Names of presidential candidates should be kept confidential to reduce the chances of withdrawal or other embarrassments. It is essential that every effort be made to ensure that the processes followed are fair and that all candidates are considered on their merits."

► Terminations of presidential appointments should be decided by the entire board and carried out sensitively.

► The board, in consultation with the faculty and other campus constituencies, should carry out "institutional self-examination" to help it match the institution and the president.

► Name an interim president to gain time for making the actual presidential appointment, don't necessarily limit the search to people in higher education, and don't overlook internal candidates.

► Consider using a professional search firm.

► Seek advice—on a confidential basis—from faculty members, students, and alumni.

► Bring candidates to the campus one at a time; having several of them visit simultaneously is "very likely to break confidentiality."

Aiding Entrance to the Presidency

"We found many misunderstandings between boards and presidents (and presidents' spouses). The board should be prepared to discuss all relevant conditions surrounding (and perquisites attached to) the position of president before any formal announcement is made. Prospective presidents should raise all issues pertinent to them."

► Set terms for the role of the president's spouse, giving the spouse "every opportunity" to discuss the details.

► "The board and the new president should discuss the prospective future of top-level staff directly, openly, and early." Some boards have come to depend on a "second level of officers"; in fairness to the new president, the board should say who these people are. "But the president should be able to override these judgments, and the board on its own initiative should make clear to all staff members that they report and are responsible to the president."

Supporting the President

"Board support of presidents is crucial but not often given careful consideration. At least once a year (perhaps when the review of officers' compensation is carried out), boards should give formal consideration to their provisions for support of the president and the president's spouse, if any and if active."

► The board should review itself to determine whether it is "creating an effective environment for presidential leadership." Presidents say they are handicapped if board members become representatives of factional interests.

► A line should be drawn between management by the president and policymaking by the board—setting missions, approving the budget, and setting guidelines for individual decisions.

► Provide for presidents' vacations and professional development. Reward presidents and their "active" spouses with adequate compensation, including words of encouragement and appreciation.

► Encourage faculty support of the president, such as through advisory committees.

Conducting Presidential Reviews

"Although we found that formal reviews have more often done harm than good, we believe that reviews of

JOHN C. PHILLIPS

Clark Kerr headed commission that cited "urgent need" for improving campus leadership.

Advice for Trustees and Aspiring Presidents

Continued from Preceding Page

long-term, successful presidents and chancellors—but not "necessarily" endorsed by the panel in every case:

"Be lucky—in terms of time and place."

"Don't promise too much in advance."

"But early on, provide a vision and a structure for implementing it."

"Spend time with individual board members."

"Walk the campus and listen a lot; the leg is better than a letter for carrying a message."

"Be ready to fight—but only fight for what you are willing to die for."

"You must realize that you are not responsible for all the faults of all others in the institution; and, more important, your board should realize this also."

"Don't give all of your heart to the institution; . . . you may lose it."

"Never surprise the board."

"Cultivate patience; outsit faculty dissidents who have the rumps of Stalinists."

"If you must tell someone to go to hell, try to help them look forward to the trip."

"Keep the place alive and awake—yourself, too."

"Don't cackle like a hen that's laid an egg every time you achieve something."

"Don't let routine work drive out nonroutine work."

"Remember that . . . the success of the institution lies in the success of the individuals within it."

"Convince your board members to keep their eyes, ears, and minds open—and their hands off."

"It is better to spend your time on recruiting and training staff members than on supervising and dismissing them."

"When your stock is down, don't expect too many friends to step forward."

"Be prepared to lose friends and make enemies."

"Know when not to leave and when to leave; and when you do leave, do not add to the pain of the one who follows."

"Save a little time for laughter along the way."

"Be lucky—in having a good governor or a good chair of the board or both."

—R.L.J.

CHRONICLE SURVEY

Views of Academic Officers on Faculty Quality and Performance

Working Conditions

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions*
Secretarial and related assistance				
Increased	9.4%	28.9%	17.8%	20.4%
No change	68.4%	65.1%	68.9%	67.0%
Decreased	22.2%	6.0%	13.3%	12.7%
Research support				
Increased	31.4%	41.5%	13.6%	33.8%
No change	55.1%	56.1%	79.5%	59.3%
Decreased	11.9%	2.4%	2.3%	5.6%
Library services				
Increased	39.0%	50.9%	20.0%	42.5%
No change	53.4%	44.2%	73.3%	51.6%
Decreased	7.6%	4.2%	6.7%	5.6%
Professional travel				
Increased	14.7%	37.2%	15.6%	26.5%
No change	54.3%	54.9%	60.0%	55.4%
Decreased	30.2%	7.9%	24.4%	17.9%
Teaching load, number of classes				
Increased	11.1%	6.1%	4.4%	7.7%
No change	82.1%	89.7%	88.9%	87.0%
Decreased	6.8%	4.2%	6.7%	5.3%
Teaching load, number of students				
Increased	36.8%	14.0%	31.8%	24.4%
No change	53.8%	68.9%	56.8%	62.2%
Decreased	8.5%	17.1%	11.4%	13.1%

* Includes private 2-year institutions.

Note: Survey data are based on responses from 162 public and 177 private institutions. The response rate was 69 per cent. Responses that fall under the "Don't know" category are not included, so percentages may not total 100. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

Working Conditions *Continued*

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions*
Work load in committee work, advising, etc.				
Increased	27.4%	17.0%	20.0%	21.0%
No change	70.9%	81.2%	77.8%	77.2%
Decreased	0.9%	1.2%	2.2%	1.2%

Attitudes and Performance

Concern for teaching				
Increased	26.3%	42.2%	25.0%	34.0%
No change	66.9%	54.8%	70.5%	61.5%
Decreased	2.5%	0.6%	0.0%	1.2%
Concern for advising students				
Increased	38.1%	48.8%	35.6%	43.8%
No change	51.7%	47.6%	55.6%	49.7%
Decreased	5.1%	2.4%	4.4%	3.5%
Willingness to innovate				
Increased	20.3%	39.2%	34.1%	32.4%
No change	64.4%	57.8%	47.7%	58.4%
Decreased	8.5%	1.8%	11.4%	5.3%
Productivity in research and scholarship				
Increased	43.2%	44.6%	9.8%	39.0%
No change	50.0%	52.4%	75.6%	54.8%
Decreased	5.1%	1.8%	7.3%	3.9%

Attitudes and Performance *Continued*

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions*
Loyalty and commitment to the institution				
Increased	15.4%	30.7%	22.7%	24.3%
No change	60.7%	61.4%	65.9%	61.8%
Decreased	17.9%	5.4%	6.8%	9.8%
"Quality" of faculty performance				
Increased	33.9%	49.1%	24.4%	39.8%
No change	61.9%	49.1%	68.9%	56.9%
Decreased	0.8%	1.2%	0.0%	0.9%

Characteristics

Percentage with Ph.D. or equivalent				
Increased	46.6%	47.9%	31.8%	44.7%
No change	51.7%	49.1%	63.6%	52.1%
Decreased	1.7%	3.0%	2.3%	3.0%
Classes taught by full-time faculty members				
Increased	15.3%	24.8%	20.0%	20.6%
No change	66.9%	62.4%	51.1%	62.5%
Decreased	16.9%	12.1%	28.9%	16.2%
Competence of new additions to faculty				
Increased	55.1%	54.5%	44.4%	52.8%
No change	40.7%	44.8%	48.7%	44.2%
Decreased	0.8%	0.6%	0.0%	0.6%

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Side-lines

Those 50-yard-line seats may be a bit more expensive as a result of a new ruling by the Internal Revenue Service. The I.R.S. says it will no longer allow tax deductions for donors to college athletic groups if the gifts result in special benefits to the givers.

A spokesman for the I.R.S. said a common arrangement has been for a booster to donate a certain amount of money to an athletic program, and in return to be allowed to buy preferred seating, say on the 50-yard line for football or at midcourt for basketball.

Because such a donation results in a special benefit for the contributor, the donation cannot be considered charitable and is therefore not deductible, the spokesman said.

Contributions can be claimed as legitimate deductions, he said, only if donors exclude the amount that qualifies them for preferential treatment. For example, if a donor contributes $1,000, and a $300 donation is required to be able to purchase tickets on the 50-yard line, then $700 would be deductible.

▪

Beware of drugs and be aware of the value of higher education. That's the gist of two series of television messages prepared by the National Collegiate Athletic Association.

The educational messages feature testimony to the value of education by 10 former college athletes. The speakers, who went on to gain success in fields other than sports, suggest that their success stems from dedication to athletic and academic goals. Each TV spot lasts 60 seconds.

The drug series consists of ten 30-second warnings about drug use from coaches, TV personalities, and college athletes.

Speakers include Pat Head Summitt, coach of the 1984 U.S. Olympic women's basketball team; Vince Dooley, football coach at the University of Georgia; Doug Flutie, quarterback for Boston College; and Ed Marinaro, star of TV's "Hill Street Blues."

The announcements are available at no cost to conferences or groups of institutions that have a national television agreement, and at a charge to individual institutions.

▪

John Rosenberg, new football coach at Brown University, has set up what he thinks is the first football coaching internship program.

Will Lewis and Mike Weston, two players in the United States Football League, have joined Brown as the program's first interns.

Mr. Rosenberg came to Brown from the U.S.F.L., which plays its games in the spring and summer and is idle during the traditional college season. He sent letters to all the teams in the league at the beginning of the summer, when the pro league's season ends, inviting current players interested in future careers in coaching to work with him for a season to see what it was all about.

More than a dozen players applied. The successful candidates will try their hand at recruiting and scouting as well as the coaching on the field.

Athletics

NCAA Violations by U. of Florida Admitted by Its President; He Pledges Tight Controls

Football coach, Charley Pell, is fired after acknowledging responsibility for infractions

GAINESVILLE, FLA.

The president of the University of Florida last week admitted that his institution had violated National Collegiate Athletic Association rules and vowed to bring the university's football program under tight control to avoid future wrongdoing.

President Marshall Criser also dismissed Charley Pell, the university's football coach, who had accepted responsibility for the rules infractions even before they were announced.

In a 300-page letter to the N.C.A.A., Mr. Criser acknowledged that "athletic representatives" of the university had broken a number of association rules.

The university had been served notice of the N.C.A.A.'s official inquiry a week earlier in a 75-page letter that detailed 107 allegations of wrongdoing in the football program.

UPI/BETTMANN ARCHIVE

Charley Pell, left, shakes hands with Tulane University coach Wally English after winning his last game as coach at the University of Florida.

2,000-Page Response

Mr. Pell was accused of maintaining a slush fund to pad salaries of assistants and to pay for spying on opponents. The N.C.A.A. also charged that Mr. Pell had arranged the sale of players' complimentary tickets and that he and assistant coaches had contacted potential players more often than association rules permit.

The university's response to the N.C.A.A. included more than 2,000 pages of documentation of its wrongdoing.

"There is no question that this matter has been damaging to our university and has been psychologically and physically debilitating to me and my family," Mr. Criser said. "Only time and events will tell how long it will take for these scars to heal."

He added, "For whatever time I am privileged to be president of this university, we will strive for excellence in academics and in our athletic programs. But the athletic programs at this university will operate for the benefit of this university. The university will not be operated for the benefit of the athletic programs."

After reviewing the N.C.A.A. charges, Mr. Criser relieved Mr. Pell of his coaching duties and put him on administrative leave. "While he and I had both hoped at an earlier time that he would be able to complete the regular season, I have concluded that such cannot be the case," Mr. Criser said.

Mr. Pell turned down an offer to remain at the university in another capacity, say-

Continued on Following Page

Better Medical Equipment and Personnel Said to Help Curb Football Injuries and Deaths

EUGENE, ORE.

More sophisticated emergency equipment and better trained medical personnel on the sidelines are helping to reduce the number of football-related injuries and deaths each year, according to researchers who compile statistics on football injuries at high schools and colleges.

One example occurred here this month when emergency treatment of a head injury by a University of Colorado team physician during a football game was credited with saving a player's life.

Edward G. Reinhardt, the Colorado player, remained in critical condition here last week after undergoing brain surgery for an injury that doctors believed occurred when he was tackled during a game against the University of Oregon.

Player in Critical Condition

A spokesman for Sacred Heart General Hospital said Mr. Reinhardt remained unconscious, but that his condition had improved slightly after surgery to remove a blood clot from the left side of his brain.

Mr. Reinhardt, a 19-year-old tight end for Colorado, had collapsed on the sidelines shortly after being tackled in the closing minutes of the September 15 game.

While on the sidelines, the team's physician, Peter Ewig, treated Mr. Reinhardt with an intravenous injection of mannitol, a drug used to reduce the swelling of the brain. Dr. Ewig says he has kept that drug in his medical kit at games since 1977 for just such an emergency.

Dr. Ewig said he did not know whether other team physicians commonly carry mannitol, but he decided to keep the drug in his kit after one of his players suffered an injury in which his brain swelled after blood collected under his skull.

Arthur Hockey, the neurosurgeon in charge of the operation on Mr. Reinhardt, was attending the game as a spectator. He credited Dr. Ewig's emergency treatment with possibly saving Mr. Reinhardt's life.

Dr. Ewig, who has served as Colorado's team physician for the past 12 years, said his emergency-treatment procedures have changed little during the past decade.

However, two researchers at the University of North Carolina at Chapel Hill say the trend of providing more sophisticated emergency equipment and better trained personnel on the sidelines at high-school and college games has helped reduce the number of football-related injuries and deaths each year.

"I would absolutely state that health care is better now," said Carl S. Blyth, a professor of physical education at Chapel Hill. He and Frederick O. Mueller, also a physical-education professor there, compile annual statistics on football injuries and deaths.

Better Equipment Cited

Part of the reason the number of football-related deaths in high school and college dropped from 36 in 1968 to 4 last year, he said, is that protective equipment has been improved.

Better coaching techniques, better emergency care, and more physicians and athletic trainers qualified to treat sports injuries are also major contributing factors, he added.

Mr. Blyth said many major universities,

Continued on Following Page

Notes on Sports

Arizona State U. Disciplined by Pacific-10 Conference

The Pacific-10 Conference has ordered Arizona State University to give up five track scholarships over the next two years as punishment for breaking conference rules.

Arizona State, which was also placed on probation for two years, exceeded the conference limit of 12 track scholarships during the 1982-83 academic year, according to Thomas C. Hanson, commissioner of the conference. He said the university had improperly reduced scholarship aid to three track athletes in a retroactive attempt to meet the conference limit.

Mr. Hanson also said that Oregon State and Washington State Universities were reprimanded by the conference for breaking basketball rules by allowing teams to leave their campuses for conference games sooner than the rules permit.

Former College Player Settles Suit with Pro Football League

Robert Boris, a former University of Arizona football player, has reached an out-of-court settlement in his lawsuit against the United States Football League for refusing to hire college undergraduates.

Details of the settlement were not made public.

Mr. Boris, a punter at Arizona who dropped out of college in October, 1982, brought the suit after the league refused to permit him to try out for one of its teams because of its so-called "undergraduate rule." Under that rule, the U.S.F.L. and the longer-established National Football League refused to hire players whose college class had not graduated.

Faced with exclusion from professional competition until the fall of 1985, Mr. Boris sued, claiming that the policy violated antitrust law and his personal rights. The league granted him an exemption, as it later did to a number of other players including 1982 Heisman Trophy winner, Herschel Walker.

Mr. Boris was hired, then cut, by one U.S.F.L. team, and he tried out unsuccessfully with another team. But he continued to press his lawsuit and sought monetary damages.

In February, a federal district court in Los Angeles ruled that the U.S.F.L.'s policy was illegal. The league, in effect, dropped the rule in March of this year when it allowed one of its teams to sign Marcus Dupree, a running back who had dropped out of two colleges.

College that Dropped Football Used Ineligible Players

Saint Peter's College, which dropped football for the season after being trounced 72 to 0 by Catholic University in its opening game, said last week that it had used four ineligible players in that game.

William A. Stein, director of athletics, said last week that Bobby Morgan, the football coach who was fired after the defeat, had padded the roster to make it appear that the team had enough players to complete the season.

"We didn't find that out until after the game," Mr. Stein said. "One kid played who had never been to practice, and one had practiced for only two days. But the roster doesn't show who practices."

Of the other two ineligible players, one did not have enough academic credits to play, and the other was a transfer student not yet eligible.

Mr. Stein said he had notified the National Collegiate Athletic Association of the infractions and that the college was ready to accept any action by the association. Saint Peter's is a member of the N.C.A.A.'s Division III.

S. David Berst, director of enforcement for the N.C.A.A., said last week that it is not uncommon for an institution to report eligibility problems to the association.

He said that, while he could not speak specifically about the Saint Peter's situation, eligibility questions that are "limited, clerical, or relatively insignificant" usually result in a reprimand, an admonition, or no action at all.

Eight Saint Peter's players were injured in the loss to Catholic University. With only about 20 healthy players remaining, the college decided not to finish the season, but hopes to revive football next year.

Reducing Football Injuries

Continued from Preceding Page
including his own, have physicians trained specifically in sports medicine and athletic trainers who hold physical-therapy degrees.

He said the increased interest in treating sports injuries has produced a larger pool of qualified medical personnel capable of working on the sidelines.

An additional reason for a college to hire such qualified people, Mr. Blyth said, is that it is a way to avoid lawsuits in the event of a serious athletic injury

Following is a table illustrating the leveling off of fatalities and permanent cervical-cord injuries in college and high-school football between 1977 and 1983. The figures were compiled by Mr. Blyth and Mr. Mueller, who define direct deaths as those which result directly from participation in football, and indirect deaths as those caused by "systemic failure as a result of exertion while participating in football activity or by complication that was secondary to a nonfatal injury."

	Injuries	Deaths	
		Direct	Indirect
1977	12	9	6
1978	12	9	9
1979	11	4	9
1980	12	9	4
1981	7	7	6
1982	9	7	10
1983	12	4	9

—KIM McDONALD

U. of Florida Admits Violations of NCAA Rules

Continued from Preceding Page
ing he was disappointed with the treatment given two of his assistant coaches, Joe Kines and Dwight Adams. Both assistants were dismissed, although they had the choice of could completing the season or leaving immediately. He asked Mr. Criser to reconsider the option, "to conform with the standards of dignity"

Of his own firing, Mr. Pell said, "I am very disappointed. We had hoped to be able to complete the season as agreed."

Another assistant coach, Galen Hall, was named interim head coach until a permanent coach is chosen.

Mr. Criser said the successor to Mr. Pell will inherit a strong football program. "However," he added, "to the best of our ability, the program must rid itself of its manifest imperfections and take the necessary steps to insure that infractions are not committed in the future."

The next head football coach will have strict new guidelines to follow, guidelines that will assure compliance with N.C.A.A. regulations, Mr. Criser said.

Mr. Criser, Mr. Pell, other university officials and coaches, and representatives of the Southeastern Conference, to which Florida belongs, were to meet late last week with the N.C.A.A.'s infractions committee to review the charges and the university's response.

The committee will then decide what penalties to impose on the university. The university said that decision is expected within two weeks.

The N.C.A.A. also is looking into suspected infractions in the university's basketball program, Mr. Criser said, but a response to those charges will not be made until formal charges are presented.

—CHARLES S. FARRELL

People in Sports

Diane Geppi Aikens, former lacrosse and volleyball player at Loyola College, to women's volleyball coach.

Delaine Barkley, former tennis player at U. of Tennessee at Knoxville, to women's tennis coach at George Washington U.

Judy Blinstrub, girls' basketball, lacrosse, softball, and field hockey coach at Brimmer and May High School (Chestnut Hill, Mass.), to women's basketball coach and women's soccer coach at Babson College.

Janine White Corley, assistant women's volleyball coach at U. of Texas at Austin, to women's volleyball coach at Northern Arizona U.

Linda Cotter, women's basketball coach at Cabrillo College, to women's basketball coach at U. of Northern Colorado.

Peter Counsell, former assistant women's soccer coach at Boston College, to women's soccer coach at Regis College (Mass.).

Todd Fries, former soccer player at Edinboro U., to men's soccer coach at St. Francis College (Pa.).

Bob Goldberg, assistant men's and women's diving coach at Pennsylvania State U., to men's diving coach.

Bob Guarini, assistant football coach at Rutgers U. at New Brunswick, to wrestling coach and assistant football coach at Davidson College.

Greg Hantak, former soccer player at Southeast Missouri State U., to men's soccer coach at Northeast Missouri State U.

Philip J. Morse, athletic director and football coach at Heidelberg College, to men's track-and-field coach and assistant football coach at Centre College of Kentucky.

Don Lemnus, wrestling coach at Valley City State College, to chairman of the department of physical education and men's and women's cross-country coach at Dickinson State College.

Robert Murrey, athletic director at St. Louis Community College, has retired.

James Pennington, women's track-and-field and cross-country coach at Towson State U., to women's track-and-field and cross-country coach at Springfield College.

Rose Price, assistant professor of physical education at Wheaton College, to women's cross-country and track-and-field coach at North Central College.

Gerry Reis, assistant professor of physical education at St. Louis Community College at Meramec, to athletic director.

Phillip Rowe, men's basketball and baseball coach at New England College, to women's soccer coach at St. Anselm College.

Donna Sass, women's basketball and women's volleyball coach at Urbana College, to women's tennis and women's volleyball coach at Hope College.

Tom Schindler, former assistant women's soccer coach at Chaminade-Julienne High School (Dayton, Ohio), to women's soccer coach at U. of Dayton.

THE ACE FELLOWS PROGRAM
TWENTY YEARS OF LEADERSHIP DEVELOPMENT

Now in its twentieth year, the American Council on Education Fellows Program includes 89 presidents and nearly 400 vice presidents and deans among its alumni.

The Program **invites nominations and applications** for the 1985-86 class. Fellows are selected through a national competition and serve a year-long internship with a college president and senior administrators.

- Candidates must be nominated by their presidents, and must have five years' faculty and/or administrative experience in higher education.
- Internships may be on home or host campuses.
- Ten grants of $5,000 are available from The Andrew W. Mellon Foundation to assist institutions in covering the salary replacement costs of Fellows going to a host institution. Only ACE member institutions may apply for these grants.
- Application and nomination papers have been sent to presidents of ACE member institutions. Nonmember institutions are also invited to participate in the program.
- **Deadline** for receipt of completed application papers is **November 15, 1984.**

Additional information and applications may be obtained by writing or calling:

American Council on Education
Attention: Fellows Program CH
One Dupont Circle
Washington, D.C. 20036
(202) 833-4764

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Brunswick Foundation Small College Program
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News Summary

Articles on inside pages

A new journal based in Washington, called *Issues in Science and Technology*, is the first of its kind: a forum for the discussion of science policy. Story on Page 5.

The "Wasp" is a submersible suit that makes it possible to dive 2,000 feet for up to eight hours. Story and pictures on Pages 8-9.

Colleges are hard-pressed to keep up with students' demands for career counseling, according to a new *Chronicle* survey. Story on Page 16.

State "sunshine" laws may become the target of a national effort to help college trustees gain more freedom to conduct official business behind closed doors. Story on Page 18.

"No need" scholarships are offered at more than 80 per cent of the colleges responding to a recent survey. Story on Page 19.

The Supreme Court this term will hear a case concerning union rules that bar workers from resigning from the union during a strike. Story on Page 21.

Computer people in academe tend to read regularly only a few of the scores of computer magazines published today. Story on Page 25.

Funds for intercollegiate athletics at the State University of New York are no longer controlled by students. Story on Page 29.

At Argentine universities the transition from strict military control to democracy has not been easy. Story on Page 33.

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PROPOSITION 48

Presidents Who Backed Academic Rules for Athletes Seem Ready to Compromise

By CHARLES S. FARRELL
WASHINGTON

The committee of college presidents that was instrumental in the adoption of stiffer academic requirements for freshman athletes now appears willing to back modifications of them.

The standards, popularly known as Proposition 48, have been attacked by black-college presidents, who charge that the rules, adopted nearly two years ago by the National Collegiate Athletic Association and scheduled to take effect in 1986, would discriminate against black athletes.

To take part in intercollegiate sports, according to Proposition 48, freshmen would have to have a 2.0 high-school grade-point average in a core curriculum of 11 courses, as well as a combined score of at least 700 (out of a possible 1,600) on the Scholastic Aptitude Test or 15 (out of a possible 36) on the American College Testing Program's examination. Black students historically have scored lower on the tests than their white counterparts.

The black-college presidents' concern was borne out last month when an N.C.A.A. study showed that a large number of black athletes who have successfully completed their college educations would have been disqualified from athletic competition as freshmen if the requirements had been in effect.

Alternatives Discussed

Several alternatives to the requirements were discussed at a meeting here of the presidents' panel, the American Council on Education's committee on Division I intercollegiate athletics.

Robert H. Atwell, acting president of the council, said last week, "Virtually all the committee members felt we ought to modify Proposition 48, but that we ought to modify it in a way that meets the concerns of the black college presidents."

Among the possible modifications being considered by the A.C.E. committee:

► Dropping the test-score requirement and using only the core-curriculum requirement.

► Dropping the core curriculum requirement and using only the test-score requirement.

► Requiring freshmen to meet either requirement but not both.

► Allowing different combinations of grades and test scores. For example, a student with high grades could have lower test scores, and vice versa.

► Requiring only that freshmen pass the core curriculum with a 2.0 grade-point average, but permitting an athlete who did not meet that standard to use the standardized test scores as a backup.

Glen R. Driscoll, president of the University of Toledo and a member of the

Continued on Page 31, Column 1

Strength of Dollar Adds to Popularity of Study Abroad

By THOMAS J. MEYER

A native of California studying at the University of Göttingen in West Germany rides home from classes every day on a new Peugeot bicycle that cost her less than $150. Some of her classmates are living in $40-a-month apartments. All over Europe—and the rest of the world—American exchange students are enjoying the unusual strength of the dollar.

"It's like being at a big sale," says Lisa J. Shives, a senior from the University of California at San Diego who is spending the year in Pau, France. "Everything's so cheap, you spend too much money."

More and more American students are enrolling in courses of study abroad, and officials who run international programs for U.S. colleges say unusually high exchange rates in many foreign markets may be the reason.

Although they hesitate to pinpoint rec-

Continued on Page 20, Column 1

Bill to Overturn Grove City Rule Killed in Senate

Its supporters, outraged, blame the Republicans

By CHERYL M. FIELDS
WASHINGTON

The Senate last week killed legislation to reverse the Supreme Court's Grove City College ruling.

Disappointed supporters vowed to press for passage of the measure early in the next Congress. The legislation would overturn a ruling by the Court that said a law banning sex bias in education applied only to programs that receive direct government aid.

Civil-rights groups and their Congressional supporters expressed outrage at the Senate's 53-to-45 vote to strip the legislation from a continuing resolution needed to provide fiscal 1985 funds for several government agencies. They criticized President Reagan and the Senate's Republican leadership for failing to back the bill and to break a filibuster by the legislation's opponents, led by Sen. Orrin G. Hatch, Republican of Utah.

House Passed It in June

"This is a sad day for civil rights and a shameful day for the United States Senate," said Sen. Edward M. Kennedy, Democrat of Massachusetts and a major sponsor of the legislation.

"If the President of the United States had nodded or winked or whispered, this bill would be law within 24 hours," Senator Kennedy said after a bruising, 16-hour Senate session that lasted into the early morning hours.

The House of Representatives had passed the legislation in June, by a 375-to-32 vote. House Speaker Thomas P. "Tip" O'Neill promised last week that the legislation would be designated HR 1 in the new Congress in January to symbolize its importance.

It was not clear what effect Congress's

Continued on Page 22, Column 1

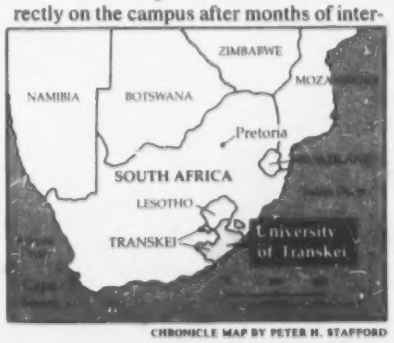
2,000 Expelled from Strife-Torn University in South Africa

By HELEN ZILLE
CAPE TOWN

All 2,000 full-time students at the strife-ridden University of Transkei have been expelled by the Ministry of Education of Transkei, one of the 11 "homelands" established by the South African government under its policy of apartheid.

The unprecedented action came after weeks of unrest at Transkei and at other colleges and universities in South Africa. Students have staged demonstrations and boycotted classes over a series of grievances ranging from living conditions on the campus to the new South African constitution, which gives limited power to the country's Indian and mixed-race minorities but bars any role for the black majority.

The Transkei government intervened directly on the campus after months of inter-



CHRONICLE MAP BY PETER H. STAFFORD

mittent boycotts of classes over alleged corruption on the part of the university administration. At one point during the demonstrations, more than 250 students were detained.

The Ministry of Education ordered the expulsions when students refused to call off the boycotts after the 250 were released. Earlier the university's governing council had rejected a proposal from the faculty senate that classes be suspended for the remainder of the academic year, which ends in November.

According to a ministry spokesman, the only students allowed to remain on the campus are part-timers, most of whom are

Continued on Page 35, Column 1

More Students Seeking Career-Planning Aid from Colleges, Survey Finds

But resources for counseling and placement services haven't kept pace with demand, academic officers report

By JEAN EVANGELAUF

More students are seeking help from their colleges in planning their careers, but resources for career counseling and placement services have not kept pace with the increased demand, according to a *Chronicle* survey of chief academic officers.

Over two-thirds of the officers reported that students were more interested in careers than they were the year before, while half noted increased consciousness of grades and credentials.

Richard F. Stevens, executive director of the National Association of Student Personnel Administrators, said he had observed "a settling down among students. Education is much more expensive than it used to be, and students feel that their degree has got to produce some skills to get a job in a competitive market."

The survey respondents, who are vice-presidents for academic affairs, provosts, and other top academic officials, were asked to compare changes in the character and quality of the academic environment from 1982-83 to 1983-84.

Over all, 36 per cent said the general quality of the learning environment had improved, and two-thirds reported an increase in the use of innovative teaching methods. A majority said there had been no change in the quality of students' academic preparation.

About half of the academic officers said more students were seeking career counseling and placement services; 43 per cent said the availability of career counseling had increased; and 35 per cent reported a greater availability of placement services.

"In the past decade, placement offices have made a transition from the traditional service—bringing recruiters on campus to interview seniors—to helping students, beginning in the freshman year, to select an academic program that fits what they think they're going to do," Mr. Stevens said.

Despite the increased student demand for career services, additional money is hard to come by at many colleges, according to Jesse M. Smith, executive director of the College Placement Council.

"When enrollments go down, the dollars go down, and student services suffer the most," he said. "Furthermore, the people working in student services tend to be very young, and in their first professional jobs. They're so consumed with trying to get their job done, with trying to do more than be a traffic cop between students and employers, that they don't have time to sell their own programs and their own rationale to the institution."

To stretch their resources, Mr. Stevens said, many colleges and universities are training students to act as advisers in orientation programs and in career- and academic-counseling offices.

Richard Sturgeon, director of the advising and information department at the University of Southern Maine and executive director of the National Association of Academic Affairs Administrators, said academic planning and career planning were increasingly intertwined.

"Students face a lot of pressure to become employable, to have a skill," he said. "They don't realize that analytic ability, problem-solving, is a skill in itself. We tell them that it's something you can learn in many disciplines."

James J. Kelly, academic-information coordinator at Pennsylvania State University, said a survey this fall of his institution's freshmen had found that the majority of the top 20 choices of major were related to some profession or career, with computer science the top choice.

"Through our academic-counseling program, we found that about half of the students are not making well-thought-out plans," he said. "Students often make a career choice independent of their academic abilities. Academic advising has to come before career choice, but there is a real interplay between academic advising and career placement."

The link between academic and career planning disturbs some faculty members, said Mr. Smith of the College Placement Council.

Faculty Members 'Not Tuned In'

"Some liberal-arts faculty believe that education is for education's sake, and when you start talking about careers, you are bastardizing the academic process," he said. "Faculty members are not always tuned in to the severe dilemmas students face. Students are going to be in the institution for four years, but they're going to have to work for 40.

"Institutions need to be creating career paths for students. You don't want graduates to say, 'I had to succeed in spite of you, not because of you.' "

Nearly half of the academic officers in *The Chronicle*'s survey thought the quality of career counseling services had improved, and 40 per cent noted an improvement in placement services.

Mr. Sturgeon said that student-services advisers were paying more attention to the needs of older students and those who are making career changes. Mr. Smith said his organization had been informing employers about changing student demographics. "The traditional on-campus recruiter sees 12 people a day who are 21 years old and looking for an entry-level job," he said. "We want them to think about how they're going to recruit the older students who will be graduating in the next few years."

The survey of academic-affairs officers was conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo. The survey results are based on responses from 162 public and 177 private institutions that were part of a stratified random sample. The response rate was 69 per cent.

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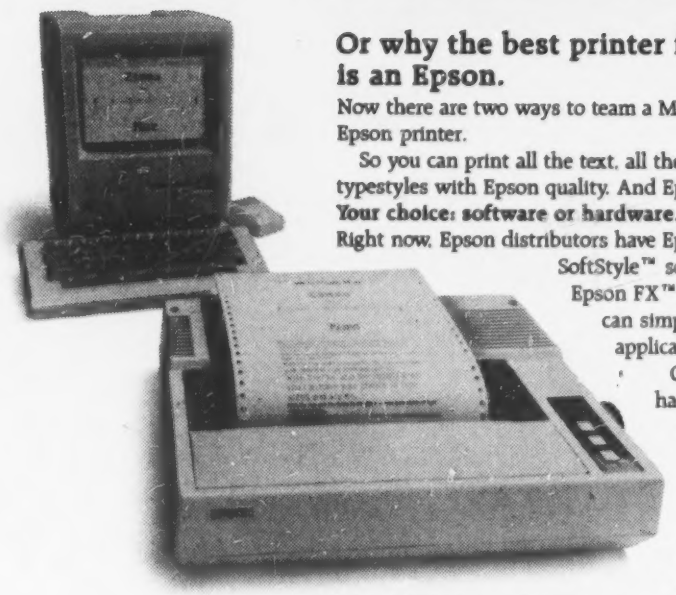

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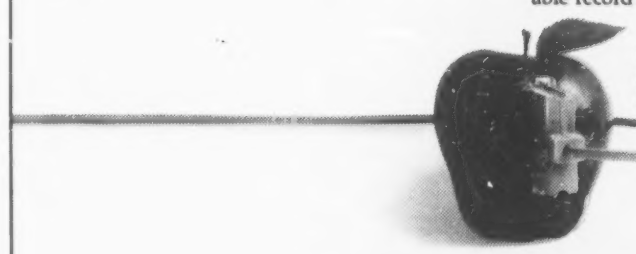

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CHRONICLE SURVEY

Views of Chief Academic Officers on Changes Among Students:

from 1982-83 to 1983-84

Students' Academic Preparation

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Reading skills				
Increased	10.3%	13.4%	4.4%	11.3%
No change	70.9%	68.9%	73.3%	70.0%
Decreased	13.7%	14.0%	15.6%	14.2%
Don't know	5.1%	3.7%	6.7%	4.5%
Writing skills				
Increased	11.2%	14.5%	4.4%	12.2%
No change	68.1%	65.5%	62.2%	65.6%
Decreased	16.4%	17.6%	26.7%	18.7%
Don't know	4.3%	2.4%	6.7%	3.6%
Mathematical skills				
Increased	12.6%	17.0%	4.4%	13.9%
No change	65.0%	66.1%	62.2%	64.5%
Decreased	17.9%	15.2%	26.7%	18.3%
Don't know	4.3%	1.8%	6.7%	3.3%
Humanities & social studies preparation				
Increased	8.5%	7.3%	2.2%	6.8%
No change	76.1%	72.7%	75.6%	74.6%
Decreased	8.5%	12.1%	6.7%	10.1%
Don't know	6.8%	7.9%	15.6%	8.6%
Science preparation				
Increased	7.7%	9.8%	6.7%	8.6%
No change	74.4%	69.5%	71.1%	71.2%
Decreased	12.0%	13.4%	13.3%	13.1%
Don't know	6.0%	7.3%	8.9%	7.1%

Students' Attitudes & Behavior

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Conscientiousness				
Increased	29.9%	28.5%	25.0%	27.9%
No change	58.1%	68.5%	61.4%	63.8%
Decreased	6.0%	1.2%	6.8%	4.2%
Don't know	6.0%	1.8%	6.8%	4.2%
Interest in careers				
Increased	71.6%	66.7%	61.4%	68.2%
No change	26.7%	32.1%	29.5%	29.2%
Decreased	0.0%	0.6%	4.5%	0.9%
Don't know	1.7%	0.6%	4.5%	1.8%
Interest in liberal learning				
Increased	5.9%	8.5%	13.3%	8.3%
No change	44.1%	60.4%	40.0%	51.2%
Decreased	44.1%	28.7%	37.8%	35.8%
Don't know	5.9%	2.4%	8.9%	4.7%
Grade & credential consciousness				
Increased	55.6%	52.7%	33.3%	50.3%
No change	39.3%	45.5%	55.6%	45.0%
Decreased	1.7%	0.6%	4.4%	1.8%
Don't know	3.4%	1.2%	6.7%	3.0%
Commitment to the institution				
Increased	17.1%	21.2%	8.9%	17.5%
No change	73.5%	73.9%	77.8%	74.6%
Decreased	4.3%	3.6%	6.7%	4.4%
Don't know	5.1%	1.2%	6.7%	3.6%
Participation in extracurricular activities				
Increased	12.7%	23.2%	13.6%	17.5%
No change	71.2%	69.5%	65.9%	69.4%
Decreased	11.0%	4.9%	13.9%	9.2%
Don't know	5.1%	2.4%	4.5%	3.9%
General academic achievement				
Increased	31.6%	31.7%	24.4%	30.0%
No change	61.5%	64.0%	68.9%	64.1%
Decreased	3.4%	2.4%	4.4%	3.3%
Don't know	3.4%	1.8%	2.2%	2.7%
Interest in contemporary public affairs				
Increased	7.6%	18.2%	8.9%	13.0%
No change	64.4%	66.7%	66.7%	64.9%
Decreased	21.2%	10.9%	11.1%	15.3%
Don't know	6.8%	4.2%	13.3%	6.8%
Political activism				
Increased	2.5%	8.5%	6.7%	5.9%
No change	57.6%	65.9%	62.2%	61.8%
Decreased	34.7%	21.3%	20.0%	26.3%
Don't know	5.1%	4.3%	11.1%	5.9%
Use of drugs				
Increased	1.7%	1.9%	0.0%	1.5%
No change	36.8%	52.5%	53.3%	46.9%
Decreased	34.2%	30.9%	24.4%	31.0%
Don't know	27.4%	14.8%	22.2%	20.6%

Note: The column listing all institutions also includes 2-year private schools. Survey data are based on responses from a stratified random sample of 162 public and 177 private institutions to questions about 1983-84 trends. The response rate was 69 per cent. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

Attitudes & Behavior—Continued

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Use of alcohol				
Increased	20.3%	15.9%	6.7%	16.3%
No change	52.5%	63.4%	62.2%	59.8%
Decreased	6.8%	9.8%	8.9%	8.3%
Don't know	20.3%	11.0%	22.2%	15.7%

Trends in Instruction

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Laboratory and studio instruction				
Increased	15.5%	24.7%	28.9%	22.2%
No change	78.4%	75.3%	66.7%	75.1%
Decreased	3.4%	0.0%	4.4%	1.8%
Don't know	2.6%	0.0%	0.0%	0.9%
Innovative teaching methods				
Increased	65.8%	67.5%	71.1%	67.8%
No change	29.1%	31.3%	26.7%	29.5%
Decreased	3.4%	1.2%	2.2%	2.1%
Don't know	1.7%	0.0%	0.0%	0.6%
Traditional independent study (e.g., research projects, theses)				
Increased	12.9%	18.1%	11.4%	15.1%
No change	81.9%	78.3%	72.7%	79.2%
Decreased	3.4%	3.0%	11.4%	4.2%
Don't know	1.7%	0.6%	4.5%	1.5%
Nontraditional independent study (e.g., credit by examination)				
Increased	12.9%	14.7%	20.0%	15.2%
No change	79.3%	81.0%	73.3%	78.8%
Decreased	6.9%	4.3%	4.4%	5.4%
Don't know	0.9%	0.0%	2.2%	0.6%
Experiential learning (e.g., work-study, clinical training)				
Increased	32.5%	36.3%	22.2%	33.0%
No change	59.0%	59.4%	62.2%	59.8%
Decreased	7.7%	1.2%	4.4%	3.9%
Don't know	0.9%	3.1%	11.1%	3.3%
University extension and home study				
Increased	21.7%	10.5%	14.0%	15.2%
No change	67.8%	77.8%	67.4%	72.7%
Decreased	8.7%	5.9%	2.3%	6.2%
Don't know	1.7%	5.9%	16.3%	5.9%
Average class size				
Increased	33.6%	23.5%	51.2%	30.1%
No change	58.6%	64.5%	41.9%	60.4%
Decreased	7.8%	11.4%	7.0%	9.2%
Don't know	0.0%	0.6%	0.0%	0.3%
Rigor of academic standards				
Increased	32.8%	33.9%	35.6%	34.1%
No change	62.1%	62.4%	62.2%	62.0%
Decreased	2.6%	3.6%	2.2%	3.0%
Don't know	2.6%	0.0%	0.0%	0.9%
Overall quality of learning environment				
Increased	31.9%	45.5%	17.8%	36.0%
No change	64.7%	53.9%	80.0%	62.2%
Decreased	3.4%	0.6%	2.2%	1.8%
Level of admission standards				
Increased	37.7%	33.7%	14.3%	32.1%
No change	54.7%	65.1%	81.0%	64.2%
Decreased	7.5%	1.2%	4.8%	3.6%
Number of courses and sections:				
Undergraduate				
Increased	35.9%	38.0%	47.7%	38.5%
No change	42.7%	49.7%	34.1%	44.8%
Decreased	20.5%	12.3%	15.9%	16.1%
Don't know	0.9%	0.0%	2.3%	0.6%
Graduate				
Increased	36.7%	39.6%	0.0%	36.7%
No change	45.9%	42.6%	57.1%	44.8%
Decreased	16.5%	15.8%	0.0%	15.4%
Don't know	0.9%	2.0%	42.9%	3.2%

Student Services

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Career counseling:				
Availability of services				
Increased	32.5%	52.7%	36.4%	42.7%
No change	61.5%	46.7%	52.3%	53.4%
Decreased	5.1%	0.6%	11.4%	3.6%
Don't know	0.9%	0.0%	0.0%	0.3%
Frequency of use				
Increased	46.1%	56.7%	40.0%	50.1%
No change	50.4%	39.6%	46.7%	45.1%
Decreased	0.9%	1.2%	8.9%	2.1%
Don't know	2.6%	2.4%	4.4%	2.7%

Student Services—Continued

	Public 4-year institutions	Private 4-year institutions	Public 2-year institutions	All institutions
Career counseling:				
Quality				
Increased	37.6%	52.4%	42.2%	46.0%
No change	59.0%	46.3%	48.9%	51.0%
Decreased	1.7%	1.2%	4.4%	1.8%
Don't know	1.7%	0.0%	4.4%	1.2%
Career placement:				
Availability of services				
Increased	28.8%	39.9%	34.1%	35.1%
No change	66.9%	58.3%	56.8%	61.0%
Decreased	3.4%	1.2%	9.1%	3.0%
Don't know	0.8%	0.6%	0.0%	0.9%
Frequency of use				
Increased	47.0%	51.9%	45.5%	48.8%
No change	50.4%	43.2%	45.5%	46.4%
Decreased	0.9%	2.5%	6.8%	2.4%
Don't know	1.7%	2.5%	2.3%	2.4%
Quality				
Increased	33.3%	46.9%	25.0%	39.5%
No change	63.2%	51.2%	61.4%	56.3%
Decreased	1.7%	0.6%	9.1%	2.1%
Don't know	1.7%	1.2%	4.5%	2.1%
Nonacademic programs for women:				
Availability of services				
Increased	27.4%	24.1%	22.2%	24.2%
No change	67.5%	72.8%	71.1%	71.3%
Decreased	3.4%	1.2%	2.2%	2.1%
Don't know	1.7%	1.9%	4.4%	2.4%
Frequency of use				
Increased	25.9%	19.9%	27.3%	22.9%
No change	62.1%	73.3%	68.2%	68.7%
Decreased	6.0%	1.9%	2.3%	3.3%
Don't know	6.0%	5.0%	2.3%	5.1%
Quality				
Increased	22.2%	24.8%	22.7%	23.4%
No change	71.8%	71.4%	72.7%	71.8%
Decreased	0.9%	1.2%	2.3%	1.2%
Don't know	5.1%	2.5%	2.3%	3.6%
Nonacademic programs for minorities:				
Availability of services				
Increased	35.6%	18.4%	8.9%	22.8%
No change	60.2%	79.1%	84.4%	73.3%
Decreased	2.5%	2.5%	2.2%	2.4%
Don't know	1.7%	0.0%	4.4%	1.5%
Frequency of use				
Increased	32.5%	16.1%	11.4%	20.7%
No change	58.1%	77.0%	84.1%	71.8%
Decreased	4.3%	3.1%	2.3%	3.3%
Don't know	5.1%	3.7%	2.3%	4.2%
Quality				
Increased	32.2%	18.6%	9.1%	21.6%
No change	61.9%	77.0%	88.6%	73.7%
Decreased	1.7%	1.9%	0.0%	1.5%
Don't know	4.2%	2.5%	2.3%	3.3%
Psychological counseling:				
Availability of services				
Increased	18.8%	27.4%	7.0%	21.5%
No change	73.5%	70.1%	86.0%	73.1%
Decreased	6.0%	2.4%	2.3%	3.6%
Don't know	1.7%	0.0%	4.7%	1.8%
Frequency of use				
Increased	30.2%	33.7%	11.6%	29.4%
No change	62.9%	62.0%	79.1%	64.3%
Decreased	1.7%	0.6%	2.3%	1.2%
Don't know	5.2%	3.7%	7.0%	5.1%
Quality				
Increased	25.6%	30.1%	9.3%	26.0%
No change	70.9%	67.5%	83.7%	70.1%
Decreased	0.0%	1.2%	0.0%	0.6%
Don't know	3.4%	1.2%	7.0%	3.3%
Health services:				
Availability of services				
Increased	26.3%	18.5%	12.2%	19.9%
No change	70.3%	79.0%	73.2%	75.3%
Decreased	2.5%	2.5%	9.8%	3.6%
Don't know	0.8%	0.0%	4.9%	1.2%
Frequency of use				
Increased	29.8%	28.0%	20.0%	26.7%
No change	64.9%	68.3%	72.5%	68.4%
Decreased	1.8%	1.9%	2.5%	1.8%
Don't know	3.5%	1.9%	5.0%	3.1%
Quality				
Increased	28.0%	24.8%	17.1%	24.5%
No change	69.5%	73.9%	75.6%	72.7%
Decreased	0.8%	0.6%	2.4%	0.9%
Don't know	1.7%	0.6%	4.9%	1.8%

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

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News Summary

Articles on inside pages

Conflict resolution is a growing scholarly field encompassing the social and behavioral sciences, international studies, environmental studies, and other academic areas. Story on Page 5.

As the 98th Congress wound up its business last week, its members created two new institutes in the National Institutes of Health and extended support for numerous programs of interest to higher education. Story on Page 15.

Terrel Bell has managed to keep the Department of Education intact and federal student aid alive. Story on Page 15.

Moving from the rank and file of the A.A.U.P. to the association's helm has given Ernst Benjamin a new perspective on the organization's work. Story on Page 19.

The president's commission of the N.C.A.A. will canvass college and university presidents around the country for possible solutions to severe problems facing intercollegiate athletics. Story on Page 23.

Political turmoil in Central America is profoundly—and negatively—affecting higher education there, say the heads of universities in the region. Story on Page 31.

Uncertainty over finances has postponed the opening of the academic year at five of Israel's six universities. Story on Page 31.

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Scholars Play Major Roles in Campaigns

Both candidates are drawing on advisers from academe

By STACY E. PALMER

WASHINGTON

When Walter F. Mondale began preparing his campaign for the Presidency, he frequently called scholars, lawyers, and former government officials over to his law office here for what one participant calls "graduate seminars" to discuss current domestic and world events.

Many of the people who took part in those seminars are now working seven days a week to try to put Mr. Mondale in the White House.

Students watching the Presidential debate on one campus thought Barbara Walters won. See an election notebook: Page 13.

Hundreds of other scholars have been providing advice and guidance in less formal ways by writing speeches and position papers, briefing the candidate on recent developments, and helping him prepare for the debates against President Reagan.

As the incumbent, President Reagan gets most of his advice on issues from members of his Administration, although he still makes use of some advisers from academe. Four years ago, when he was challenging President Carter, Mr. Reagan relied heavily on academics, as Presidential candidates have for decades, at least since the days of Franklin D. Roosevelt's "Brain Trust."

"A campaign just can't run without

Continued on Page 13, Column 1

Men and Women Who Retired After May 1, 1980, Must Get Same TIAA Pension Benefits

Supreme Court lets stand an appeals court's ruling

By CHERYL M. FIELDS

WASHINGTON

The Supreme Court last week refused to review a lower court's ruling ordering the Teachers Insurance and Annuity Association and the College Retirement Equities Fund to pay equal monthly pension benefits to all men and women who retired after May 1, 1980.

Within hours, the pension companies announced plans to apply the lower court's order nationwide. James G. MacDonald, chairman of the pension companies, said he could "assure all T.I.A.A.-C.R.E.F. policyholders and participating institutions that conforming the T.I.A.A.-C.R.E.F. pension system to these unisex requirements will not in any way threaten the financial soundness of T.I.A.A.-C.R.E.F."

Said Ruth Weyand, a lawyer for the Equal Employment Opportunity Commission, "This is a great victory. We're just delighted."

The agency had intervened on the side of Diana Spirt, a faculty member at Long Island University who filed suit against the university and the pension companies, charging that paying women lower monthly pension benefits was illegal sex discrimination.

Accepting her argument, the U.S. Court of Appeals for the Second Circuit ruled that men and women who retired after May 1, 1980, should receive equal monthly benefits, as will all T.I.A.A.-C.R.E.F. participants who retire in the future. It is that

Continued on Page 22, Column 1

BOOM IN 'REC' SPORTS

PAUL PATTERSON

Recreational sports are booming on U.S. campuses. Above, inner-tube water polo at North Texas State U. Story on Page 26.

Bates Faculty Abandons SAT as Admissions Requirement

LEWISTON, MAINE

Bates College here has dropped Scholastic Aptitude Test scores as an admissions requirement. After several years of study, the faculty voted by a 2-to-1 margin to require three achievement tests instead of the S.A.T.

"We're trying to send out a clear message that the S.A.T. is not the be-all and end-all of college admissions," said William C. Hiss, dean of admissions.

Scientists Assail Oil Drilling Near Santa Barbara Campus

BRENTON KELLY

Many environmentalists fear that oil drilling even closer to the University of California at Santa Barbara than the rig above would destroy the area's beauty and do irreparable harm to research and teaching in marine science there.

By KIM McDONALD

SANTA BARBARA, CAL.

More than a thousand years ago, crude oil that seeped from the ocean floor and washed onto the beach where the campus of the University of California at Santa Barbara now stands was used by Indians to caulk their boats and drinking vessels.

Today the gooey tar, which continues to dot the beach here, is at the center of a sticky controversy between the university and an oil company that hopes to pump the substance from a pair of offshore drilling platforms two miles from the campus.

At stake are millions of dollars in oil revenues and royalties for the company, the State of California, which has leased the offshore area to the company, and the university.

About a half dozen other oil companies have planned new oil drilling operations in the Santa Barbara Channel, where one of the country's largest oil resources was recently discovered. But the proposal from

Continued on Page 12, Column 1